DOCUMENT RESUME

ED 215 366 CS 206 877

AUTHOR Kilby, Jan
TITLE Designing a Career Education Program for English and English Education Majors.
PUB DATE Mar 79
NOTE 25p.; Paper presented at the Annual Meeting of the Conference on English Education (17th, Pittsburgh, PA, March 14-17, 1979).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Education; Career Guidance; *College English; *Curriculum Development; *English Departments; *English Teacher Education; Higher Education; *Integrated Curriculum; Program Content

ABSTRACT

Departments of English and English education need to integrate concepts of career education that are based on the theory that people are constantly in the process of developing ideas about themselves in relation to their careers. Although institutions of higher education have been slow to implement career education, in recent years English educators have become concerned about career guidance for their students. In response to these concerns, their major professional associations have funded studies, produced publications, and initiated services that deal with the career-related problems of English majors. Career education programs can incorporate into existing departments of English, with the collaboration of departments of English education, both career information and career guidance. To implement such a program, a department of English or English education would have to make modifications in administrative policies and procedures in program, community relations, and faculty development. It would also need to modify existing student personnel services, including introductory services, continuing services (such as a certified counselor, a career resource library, an internship program, or a job service), and closing services. Modifications in curriculum and instruction should include experiences that put students in touch with those people whose work is directly related to English and the communication arts. (AEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215366

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization orig. ating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

DESIGNING A CAREER EDUCATION PROGRAM FOR ENGLISH AND ENGLISH EDUCATION MAJORS

Jan Kilby, Ph.D.
Director, Project on Career Education and English
National Council of Teachers of English

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jan Kilby
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Speech Presented at the
Conference on English Education
of the
National Council of Teachers of English
Pittsburgh, Pennsylvania

March 16, 1979

I am happy to be here today at the invitation of the Conference on English Education's Commission on Preparing and Retraining Teachers of English Language Arts to Work With New Clienteles. I share with the members of this commission a concern for the preparation and continuing professional education of English professionals.

I am here today to share with you my conception of a career education program to prepare English and English education majors for both traditional (that is, teaching), and non-traditional (non-teaching) employment. This presentation is based on a doctoral dissertation I recently completed on this topic, A Career Education Program for English and English Education Majors in Colleges and Universities (Ph.D. dissertation, University of Texas at Austin, December 1978).[1]

My presentation will consist of a general description of the career education concept, an analysis of career education in higher education, a discussion of career education and English education, and, finally a brief description of the program I am proposing.

CS206877

THE CAREER EDUCATION CONCEPT

As many of you know, the career education concept emerged in the late 1960's and early 1970's at a time when, because of social, political, and economic forces, educators received great criticism for neglecting one of the historically accepted purposes of education--the preparation for careers. Parents, students, and others in the larger public were criticizing educators for failing to show students how educational experiences related to and prepared them for life experiences--especially the choice of careers. Demands for greater educational accountability were voiced as student dropout rates were escalating. There was extensive unemployment and underemployment of high school and college graduates, and, in general, schools were being blamed for many of society's problems. Those were the days when a San Francisco newspaper published the advertisement that read, "Go-Go dancers wanted; English majors preferred."

In response to many of these criticisms, Sidney P. Marland and Kenneth B. Hoyt at the United States Office of Education developed the concept of "career education." Career education can be defined as

> an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.[2]

The career education concept is based on career development theory. Career development theories assert that we are all constantly in the process of developing ideas about ourselves in relation to careers. Parents, educators, and community members all exert an influence on students. Career education advocates assert that we should have a greater awareness of our

ability to influence young people and this influence should be as positive as possible, allowing students to see the wide range of options available to them.

At the core of the career education concept is the belief that there should be a partnership among parents, educators, and community members in guiding students' career development and that each of the partners should assume equal responsibility. The purpose of the partnership would be to help students see the relationships between the "world of education" and the "world of work." This could be done in two primary ways--by infusion and collaboration.

True curricular infusion would exist when teachers of all subjects learned how to show students the value of their subject matter for all careers and also the careers related directly to the study of the subject matter. True collaboration would exist when all of us who have a major influence on students' career development--parents, educators, and other community members--work together to share the responsibility for career guidance.

CAREER EDUCATION IN HIGHER EDUCATION

Since the development of career education, elementary and secondary schools and school districts have been most active in seeking federal support for demonstration projects in career education. Although funds have also been available to institutions of higher education, few have taken advantage of the federal grant monies available to them. Hoyt and Marland always conceived of higher education as having an integral role to play in

career education, but, until just recently, faculty and administrators in higher education were either unaware of career education or unwilling to confront at all the role that they might play in the career education of students. Increasingly, the public has been demanding accountability in higher education, and changes in enrollment and the economic situation of today dictate that this accountability be demonstrated.

Hoyt's comments on the status of career education in higher education in 1976 seems to be an accurate assessment even today:

> Comprehensive career education efforts have yet to become commonplace in American higher education. It seems safe to say that, at this level, the debate activity is increasing but the resolution of such debate is still lagging.[3]

The findings of Michael Goldstein in his recent report, The Current State of Career Education at the Postsecondary Level, confirm Hoyt's evaluation: higher education has been very slow to implement career education.[4]

There are at least three main reasons for this. First, many faculty and administrators are unaware of career education, and those who are aware of career education at the elementary and secondary levels often have certain misconceptions and fears about it at the postsecondary level. They feel that career education is something to be handled by someone--anyone--else, someone in the counseling, guidance, or placement offices on their campus.

Second, faculty members' perceptions of the role they should accept also provide barriers to full implementation of career education in higher education. Many faculty members and administrators assert that preparing students for careers is not part of their role or responsibility. In

making these assertions, they frequently bring up the old case of the dichotomy between the "liberal arts" and "vocational education." As the student of educational history well knows, this dichotomy is a false one, because the earliest forms of education in civilizations as early as 2500 BC in ancient Mesopotamia, Assyria, Babylonia, and Sumer were established to provide preparation for careers. The basic curriculum was composed of the literacy skills of reading and writing and was provided first for the priests and then for the scribes who were preparing for service in some branch of the bureaucracy--the temple, law, medicine, commerce, the army, or teaching itself.[5] Higher education, from its inception and development up through the Middle Ages, played a major role in preparing students for careers in the court, the church, and the diplomatic corps. And, American institutions of higher education were traditionally established to prepare students for careers in theology, law, and medicine.[6]

Third, the organizational structure of higher education provides some barriers to the quick implementation of career education. It is relatively easy to implement a new concept or innovation like career education into elementary and secondary schools; curricular emphases can be changed quickly and teachers can receive inservice training during the year and in the summer classes at colleges and universities. In higher education, any changes in curriculum and/or instruction must evolve through a much more complex process with an appointed board acting upon recommendations of faculty and administrators. Staff development is a relatively new concept in higher education and it is generally strictly optional. In addition, although student services are available to assist students in career development,

often the personnel are not really accepted by the faculty as part of the "academic team" and, thus, play little part in effecting academic policy.[7]

It is ironic, however, that despite the objections of higher education personnel, many of the elements of career education already exist in their institutions. Both Goldstein, in his study, and Hoyt, in his monography on the subject, Application of the Concept of Career Education to Higher Education: An Idealistic Model, confirm this fact. Goldstein writes,

> . . . while the formally articulated concept of career education is regarded as anathema by many faculty and administrators, its component elements have been adopted and implemented with considerable alacrity throughout higher education. Thus, while an institution and its staff may cling to the belief that career education has no place on their campus, it is likely to be actively engaged in delivering just the package of services and activities which the concept subsumes.[8]

Hoyt writes that,

> Elements related to a comprehensive career education efforts, . . . , are obvious in many higher education settings both in the USA and other nations. These elements take many forms and operate under such a wide variety of titles and programs. They include such diverse topics as: (a) open admissions; (b) experiential learning; (c) lifelong learning; (d) recurrent education; (e) career development centers; (f) work experience and work-study programs; (g) internships; (h) humanistic education; (i) labor market and employment trends among college graduates; (j) reduction of race and sex-stereotyping in educational/occupational decision-making; and (k) performance evaluation. Each of these topics share a number of concerns, assumptions, research findings, and theoretical formulations with the career education concept.[9]

Real implementation of career education in higher education can only come when faculty and administrators within institutions come to understand the concept and to see the very important role they can play. As

Ken Hoyt tells us in his "Marshmallow Principle" speech that real change takes place from within:

> External pressure exerted on an organization to change its basic structure will, for as long as that pressure is applied, cause the organization's structure to bend and assume a new shape. Once the pressure is removed, the organization will assume its original shape. Basic change in organizational structure is accomplished only when the key functionaries within that organization make an internal commitment to change.[10]

I believe it is fair to conclude that several components of career education are being implemented into some institutions of higher education and that this process will become increasingly frequent as educators learn the value of infusion and collaboration.

CAREER EDUCATION AND ENGLISH EDUCATION

"How does all this talk of career education relate to departments of English and English education in colleges and universities?" you might ask. As you well know, English educators in recent years have become increasingly concerned about two specific problems regarding English and English education majors:

1. Students majoring in English and English education are indicating that they are not receiving the career information and guidance necessary to prepare them adequately for traditional (teaching) or non-traditional (non-teaching) employment; and

2. Majors in English and English education are being devalued because students who might consider majoring in these two fields are choosing alternative majors in which the relationships between

education and employment seems more visible.

These two problems have become evident through the recent development of three interrelated trends affecting English educators:

1. Unemployment and underemployment of graduates.
2. Rapid decline in the number of majors.
3. Demands by current majors for vocationally relevant courses and experiences.

The three major professional associations that represent many of us--the Modern Language Association (MLA), the National Council of Teachers of English (NCTE), and the College English Association (CEA)--have all been concerned about these problems and trends.

Since the 1970's, MLA has made many efforts to deal with these career-related problems:

1. It established the MLA Manpower Commission to conduct an annual survey of Ph.D.-producing institutions to assess the job placement of graduates. Since its inception in 1977, the results of the study have been published in the Association of Departments of English publication, the ADE Bulletin.
2. It began the Job Information Lists and established job interview and placement services at its annual convention.
3. It has sponsored publications on the topic, such as Linwood Orange's study, English: the Pre-professional Major, originally published in 1972 and revised several times since then.[11]

4. Its ADE Bulletin produces the finest collection of articles on the progress and problems of developing strategies and programs to confront the career-related problems of English majors.

The National Council of Teachers of English has also made efforts to deal with these problems.

1. In the early 1960's, NCTE established a five-member committee on careers that eventually produced the book The Careers of English Majors by Elizabeth Berry in 1966.[12]
2. NCTE journals and conferences have increasingly become forums for the discussion of English and career education, especially at the K-12 levels.
3. A second five-person Committee on Career Education was appointed in 1976 to represent NCTE at Office of Education mini-conferences on career education. Members included Robert Hogan, Executive Director of NCTE; Dorothy Davidson, Associate Commissioner of General Education at the Texas Education Agency; Marjorie Farmer, NCTE President during 1977-1978 and Executive Director for Reading and Language Arts in the School District of Philadelphia; Fran Weeks, Director of Business and Technical Writing in the Department of English at the University of Illinois and the Executive Director of the American Business Communication Association; and Charles Suhor, then with the New Orleans Public School system and now Deputy Executive Director at NCTE.

Dorothy Davidson had earlier co-authored a chapter entitled "Career Education in the English Classroom" with Mildred Dougherty, Jesse Perry, Seymour Yesner, and Marjorie Farmer for the book, Career Education in the Academic Classroom, published in 1975.[13]

4. In 1977, a special three-day preconvention workshop on"English Language Arts and Career Education," chaired by Dorothy Davidson, was held prior to the annual NCTE convention in New York City.
5. In the summer of 1978, NCTE applied for and received a government contract to conduct a national Project on Career Education and English to focus on the implementation of career education by K-12 teachers of English. As you know, I have hadthe privilege of serving as the director of the project since October 1, 1978 and will complete my service at the end of the project in November, 1979.
6. The CEE Commission that is hosting this event today is another example of NCTE's convern about the career-related problems of English and English education majors.

The College English Association (CEA) has also provided forums for the discussion of career-related problems of English majors through its journal the CEA Critic and its annual meetings.

Individual English educators, too, have written commercially published books offering advice to English and English education majors. Perhaps the finest example today is Dorothy Bestor's book, Aside From Teaching English, What in the World Can You Do?, published in 1977.[14]

A CAREER EDUCATION PROGRAM

Although everyone agrees that solutions to these problems should be found, and although some solutions to some problems have been offered, no one has yet been able to offer a comprehensive solution that is acceptable to everyone. It seems to me that we must begin to develop our own strategies to design career education programs to integrate into the existing structure of departments of English, with the collaboration of departments of English education, career information and guidance and learning experiences that will prepare students for both traditional and non-traditional employment.[15]

What would be the objectives of such a program?

1. Knowledge of Self

   Students should learn about themselves and the methods to assess their interests, preferences, goals, and values in relation to various careers.

2. Knowledge of the World of Work

   Students should acquire and comprehend information about societal conditions and labor market trends affecting their employment, the value of their major for various careers, skills in obtaining sources of information about careers, knowledge of work through on-the-job cooperative educational experiences, and knowledge of how to prepare for and attain permanent employment upon graduation.

3. Knowledge of the Decision-making Process

   Students should learn about career education, the dynamics of the career choice process, how to make curricular and extra-curricular

choices that will be consistent with their career goals, and how to develop the ability to make wise career decisions.

What would a department of English or English education have to do to develop such a program? It would have to make modifications in its administrative policies and procedures, its student personnel services, its curriculum and instruction.

1. Modifications in Administrative Policies and Procedures: Program Development, Community Relations Development, and Faculty Development

Program Development

The chairperson of the department must assume the leadership role in making career education a priority for the department. He/she can organize a Task Force on Career Education composed of members of the student body, faculty, administration, student personnel services on campus, and community members. He should appoint a director of the task force and give the individual released time from instructional responsibilities. He can begin by seeking consultant help from career education directors in state departments of education, from other colleges that have already developed such programs, curriculum development specialists in state boards/agencies for higher education, personnel in the Office of Career Education, or others. Financial assistance for program development can be sought in form of grants from the institution or from applications for monies from the Career Education Incentive Act.

There are three primary responsibilities in program planning:

Program Planning

Establish career ed as a priority
Organize the task force
Begin an assessment of students and their career development needs
Collect data
Study enrollment and employment trends in local and state areas and query current students and alumni
Establish program goals
Develop role and function statements for task force members
Identify sources of support for the program, on and off campus
Begin to plan faculty development activities
Initiate public relations to inform students and others
Plan evaluation procedures

Program Implementation

Task force monitors progress toward program goals
Task force continually reexamines objectives

Program Evaluation

Initial evaluation of all entering majors
End of each semester evaluation of all students, individual and group
Evaluation at end of final semester of study
Post graduation follow-up evaluation of 10 years by phone, personal interview, direct mail survey

Community Relations Development

Administrative policies and procedures regarding community relations development must also be modified.

1. Members of the community are invited to collaborate with departments.
2. Current efforts at collaboration are already accepted and may provide models: use of adjunct professors for part-time instruction; use of cooperating teachers for student teachers; and the use of part-time or temporary consultants.

3. Some past efforts at collaboration with community members have neither been consistent nor comprehensive and have often been used only to obtain financial support from corporations or individuals or to make a token gesture toward including public opinion in curricula and program development.

What kinds of community members should be involved?

1. Alumni and non-alumni
2. People who represent a diversity of community occupations, educational experiences, age, gender, ethnic groups, etc.
3. Potential employers of English and/or English education majors: people in radio/TV/film; large corporations; publishing and advertising; state and/or federal agencies.
4. If the number of majors is large, you might want to consider using a separate Advisory Council of community members whose representatives would sit on the task force.

Faculty Development

Faculty development is necessary to familiarize faculty with the role they can play in facilitating students' career development. Task force members can choose from standard faculty development practices: short courses; ongoing seminars; workshops. A good source of faculty development ideas is Louise J. Keller's book, Career Education Inservice Training Guide.[16] She has good suggestions about ways to change attitudes and behavior.

It is realistic, as Hoyt reminds us in his 1976 speech, "Career Education and the Marshmallow Principle," that there will always be resistance to career education, or to any other so-called "new" idea.[17] He asserts his belief in the 15/70/15 principle. About fifteen percent of any group will adopt a change enthusiastically; about seventy percent will resist at first but can be convinced; and about fifteen percent will reject any new idea forever.

2. Modification in Student Personnel Services

Student Personnel Services (SPS) are those services developed to support instruction in the academic areas and to contribute to students' intellectual, physical, social and emotional development. There are three tasks that need to be accomplished in integrating career education: the coordination of existing services; the development of new services within the department; and greater faculty participation in collaboration with SPS personnel.

Introductory Services

Introductory services are those offered as students are entering the institution and those that are given only at this time, namely admissions, recruiting, and orientation. Faculty can and should become more involved in recruiting students into departments by designing career day presentations for high schools and community/junior colleges, by helping to design institutional brochures, by offering suggestions to students about the value of majors in English and English education.

Faculty can also provide departmental orientation to new and transfer students to introduce them to the career education program and the many services that are continually available.

Continuing Services

Continuing services are those offered throughout students' tenure, such as career planning, vocational testing, cooperative/experiential education, part-time and temporary job placement, extra-curricular activities (athletics, recreation, student newspaper, etc.), financial aid, and health. Once students are admitted, the department can and should provide comprehensive career planning, counseling, guidance and testing within the department by use of a half-time or full-time certified counselor. The counselor would be available within a professional setting of a career education resource center and would be a specialist in working with English and English education majors and minors. The counselor would provide information and guidance in two ways: individualized personal conferences conducted at the end of each semester; a seminar course in English and career education, for from one to three hours of academic credit, required of all students. The course would focus on career education, the career choice process, information resources for career decisions, areas of the students' strength and weakness, career decisionmaking, etc.

A career resource library can be established within the department and provide basic counseling and guidance materials and those materials specifically related to the employment of liberal arts majors: MLA, NCTE, AND CEA journals and other career-related publications, especially the ADE Bulletin, and other books such as those by Orange and Bestor. The Chronicle of Higher Education, Change Magazine, and similar publications that contain news and feature articles about employment trends for English and education majors would be helpful. The campus library and placement office personnel may be able to suggest other resources.

Another step in continuing services would be to establish some form of cooperative education: the use of speakers in the community for campus classes and events; the use of field trip contacts; and the development of semester internships for upper division majors and graduate students. Utilize the members of the Task Force on Career Education for other suggestions.

Perhaps one of the best examples of English department-sponsored internship programs is that at the University of Redlands in California. Rebecca Rio-Jelliffe, the English Department chair and coordinator of the program, described the model program in her article, "Career Experiential Education and the English Curriculum," in a 1976 issue of the ADE Bulletin.[18] She was recently commissioned by the ADE to conduct a survey of similar internship programs in English departments in the US.

Another continuing service would be to assist students in choosing part-time and temporary jobs, as well as extra-curricular activities, that would help them to develop communications skills and other competencies needed in their careers: involvement in student and city publications, events, organizations, public service and political campaigns, voluntary programs, etc.

Closing Services

Closing services are those offered just as the student is preparing to leave the institution. Student should be encouraged continually to use all existing campus job placement services. Faculty and student personnel administrators should work together to provide special seminars. Follow-up of graduates should be conducted by the department on a regular basis for at least ten years to ascertain the effectiveness of the career education program and the employment patterns of graduates. Phone calls, personal interviews, and mail surveys can be used.

3. Modifications in Curriculum

One of the most basic theories about curriculum is that it should be developed on the basis of the needs of students, the needs of society, and the knowledge of the subject matter, according to Ralph Tyler and Hilda Taba, pioneers in curriculum development in the US. At the present time, we have an overemphasis on subject matter and

a neglect of understanding of the needs of students and society. What might we do to solve this problem? It seems to me that the Task Force can look at the present curriculum for its ability to provide students with the knowledge, skills, and attitudes for obtaining both traditional and non-traditional employment. It can also review the organization of the major and minor sequence and requirements in the department. They can probably suggest the use of double majors and minors to expose students to new areas of knowledge and to develop multiple competencies. These could either be English-related, such as speech, radio/television/film, journalism, or indirectly related to English, such as business, social work, political science, corrections, or other areas. English education majors should be encouraged to prepare for two or more teaching areas in addition to English, such as English as a Second Language, Language and Learning Disabilities and other forms of special education, speech pathology and hearing science, supervision or administration, or educational/school psychology. Graduate students should be reminded to do the same. Graduate programs need a new or expanded emphasis on communications arts, especially advanced and technical writing. The teaching assistant programs can help students prepare for various competencies they will need to be employable in education in many areas: curriculum and/or program development, and administration.

4. Modifications in Instruction

Whenever possible, we need to clarify the relationships between education and careers. Two questions for us are: "How can we stress the value of the major in English and English education

in our classes?" and "How can we help students to develop an understanding of themselves, the world of work, and the decision-making process?"

Our roles and responsibilities involve emphasizing the importance of the knowledge, skills and competencies gained from the study of language, composition, and literature: critical thinking, logical analysis; semantic/linguistic development; and others. We can plan learning experiences to put students in touch with those people whose work is directly related to English and the communication arts: teachers; scholars and researchers; linguists; librarians; film critics; writers of all kinds; editors; personnel in the media and press; publishers; public relations professionals, and others. And, we can try to teach them about those whose work relates at least indirectly to English, those in business (advertising, marketing, and management); politicians; researchers; city planners; civil servants. And, we can emphasize all of the careers in the communications industry. Careers in creating communications are those in writing. Careers in preparing communications are those in writing and editing. Careers in the production of communications are those in press/media, advertising and printing. Careers in the distribution of communications are those in sales, advertising, and marketing. Careers in the acquisition and maintenance of communications are those in libraries, bookstores, and archives and museums. Careers in the utilization of communications are those in education, research, scholarship and almost all others. Finally, we need to teach students about careers in language

use, such as teaching; language development and disorders, such as those in education, psychology, and medicine; those in language analysis, such as those in advertising, research, anthropology, psycholinguistics and criticism; and those in language use and misuse, such as those in the law, and media and press.

CONCLUSION

In summary, much needs to be done within departments of English and English education to integrate concepts of career education into the administration, student personnel services, curriculum, and instruction. We can ask for assistance from others in designing good programs and in collaborating with them. The benefits will be both for ourselves and for our students. English and English education can and will remain as viable and important fields of study.

REFERENCE NOTES

[1]Jan E. Kilby, "A Career Education Program for English and English Education Majors in Colleges and Universities" (Ph.D. dissertation, University of Texas at Austin, December, 1978). Copies are available by requesting number 7910983 from University Microfilms, Dissertation Copies, PO Box 1764, Ann Arbor, MI 48106.

[2]U.S., Department of Health, Education, and Welfare, Office of Education, A Primer for Career Education, by Kenneth B. Hoyt (Washington, DC: Government Printing Office, 1977; Arlington, VA: ERIC Document Reproduction Service, ED 145 252, 1978), p. 5.

[3]U.S., Department of Health, Education, and Welfare, Office of Education, Application of the Concept of Career Education to Higher Education: An Idealistic Model, by Kenneth B. Hoyt, Monographs on Career Education (Washington, DC: Government Printing Office, 1976: Arlington, VA: ERIC Document Reproduction Service, ED 130 085, 1976), p. 1.

[4]U.S., Department of Health, Education, and Welfare, Office of Education, National Advisory Council for Career Education, The Current State of Career Education at the Postsecondary Level, by Michael B. Goldstein (Washington, DC: Government Printing Office, June 1977; Arlington, VA: ERIC Document Reproduction Service, ED 141 610, 1977) pp. 11-18.

[5]Kilby, Career Education, pp. 82-84.

[6]Ibid., pp. 84-85.

[7]Ibid., pp. 86-88.

[8]U.S., Department of HEW, Goldstein, Current State, pp. 4-5.

[9]U.S., Department of HEW, Hoyt, Application, p. 5.

[10]Kenneth B. Hoyt, "Career Education and the Marshmallow Principle," paper presented at the Georgia Personnel and Guidance Association Winter Conference, Macon, Georgia, 23 January 1976 (Arlington, VA: ERIC Document Reproduction Service, ED 130 044), p. 2.

[11]Linwood Orange, English: the Pre-professional Major (New York: Modern Language Association, 1973.

[12]Elizabeth Berry, The Careers of English Majors (Urbana: National Council of Teachers of English, 1966).

[13]Dorothy Davidson, Mildred Dougherty, Jesse Perry, Seymour Yesner, and Marjorie Farmer, "Career Education in the English Classroom," in Career Education in the Academic Classroom, eds. Garth L. Mangum, James W. Becker, Garn Coombs, and Pat Marshall (Salt Lake City: Olympus, 1975), pp. 59-73.

[14]Dorothy Bestor, Aside From Teaching English, What in the World Can You Do? Seattle: University of Washington Press, 1977. This is also distributed by the publications division of the Modern Language Association.

[15]The description of the program from pages 11 through 21 is excerpted from the dissertation by Jan E. Kilby.

[16]Louise J. Keller, Career Education Inservice Training Guide (Morristown, NJ: General Learning Corporation, 1972).

[17]Hoyt, "Career Education and the Marshmallow Principle," p. 10.

[18]Rebecca Rio-Jelliffe, "Career Experiential Education and the English Curriculum," ADE Bulletin no. 48 (1976), pp. 15-23.

BIBLIOGRAPHY

Berry, Elizabeth. The Careers of English Majors. Urbana: National Council of Teachers of English, 1966.

Bestor, Dorothy. Aside From Teaching English, What in the World Can You Do? Seattle: University of Washington Press, 1977.

Davidson, Dorothy; Dougherty, Mildred; Perry, Jesse; Yesner, Seymour; and Farmer, Marjorie. "Career Education in the English Classroom." In Career Education in the Academic Classroom, pp. 59-73. Edited by Garth L. Mangum, James W. Becker, Garn Coombs, and Pat Marshall. Salt Lake City: Olympus, 1975.

Hoyt, Kenneth B. "Career Education and the Marshmallow Principle." Paper presented at the Georgia Personnel and Guidance Association Winter Conference, Macon, Georgia, 23 January 1976. Arlington, VA: ERIC Document Reproduction Service, ED 130 044, 1976.

Keller, Louise J. Career Education In-Service Training Guide. Morristown, N.J.: General Learning Corporation, 1972.

Kilby, Jan E. "A Career Education Program for English and English Education Majors in Colleges and Universities." Ph.D. dissertation, University of Texas at Austin, December, 1978.

Orange, Linwood. English: the Pre-professional Major. New York: Modern Language Association, 1973.

Rio-Jelliffe, Rebecca. " Career Experiential Education and the English Curriculum." ADE Bulletin No. 48 (1976), pp. 15-23.

U.S., Department of Health, Education and Welfare, Office of Education. Application of the Concept of Career Education to Higher Education: An Idealistic Model, by Kenneth B. Hoyt. Monographs on Career Education. Washington, DC: Government Printing Office, 1976. Arlington, VA: ERIC Document Reproduction Service, ED 130 085, 1976.

U.S., Department of Health, Education and Welfare, Office of Education. A Primer for Career Education, by Kenneth B. Hoyt. Monographs on Career Education. Washington, DC: Government Printing Office, 1977. Arlington, VA: ERIC Document Reproduction Service, ED 145 252, 1978.

U.S., Department of Health, Education, and Welfare, Office of Education, National Advisory Council for Career Education. The Current State of Career Education at the Postsecondary Level, by Michael B. Goldstein. Washington, DC: Government Printing Office, June, 1977. Arlington, VA: ERIC Document Reproduction Service, ED 141 610, 1977.